Proposed Synopsis for Ph. D. Pre-registration Seminar

Study of Social Competence, General Anxiety, and Achievement Motivation among First-Born Adolescents of +2 School Students of Ranchi District

By

Nisha Rani Minz

Research Scholar

University Department of Psychology

Ranchi University, Ranchi

Under the Supervision and Guidance of

Dr. Abha Ekka

Assistant Professor

University Department of Psychology Ranchi University, Ranchi

Submitted to:

University Department of Psychology

Ranchi University, Ranchi Jharkhand

2025

The Study of Social Competence, General Anxiety, and Achievement Motivation among First-Born Adolescents of +2 School Students of Ranchi District

1.0 Introduction

1.1 State of the Art

Research on social competence, general anxiety, and achievement motivation in first-born adolescents explores their impact on mental health and academic success. Social competence, shaped by early parental attention, enhances interpersonal skills and academic performance. However, first-borns often experience heightened anxiety due to greater parental expectations, leading to perfectionism and fear of failure. They also exhibit high achievement motivation, driven by their role as role models, which can contribute to stress. Gender differences show that females tend to have higher anxiety and social competence, while males often display stronger achievement motivation. The interplay of these factors significantly influences adolescent development.

1.2 Conceptual Framework of the study

1.2.1 Social Competence

Social competence is a crucial psychological construct that refers to an individual's ability to effectively engage in social interactions, build meaningful relationships, and navigate social challenges. It encompasses a range of skills and behaviors that contribute to successful social functioning and interpersonal communication.

Social competence is manifested through several key behaviors and skills. Interpersonal skills involve the ability to communicate clearly, listen actively, and express oneself appropriately across different social contexts. This includes understanding and responding to verbal and non-verbal cues effectively. Relationship building is another crucial aspect, which involves forming and maintaining positive relationships with peers, family members, and authority figures. This skill is essential for creating a supportive social network and fostering trust. Adaptability is also important, referring to the ability to adjust behaviors and communication styles to fit various social situations and cultural norms. This flexibility enables individuals to navigate diverse social environments and interact effectively with people from different backgrounds.

Factors influencing social competence include several key elements. The family environment plays a significant role, as early family dynamics, including parenting styles and sibling interactions, shape social skills. Social learning also contributes to the development of social competencies, with observational learning from peers and adults being a crucial factor. Additionally, personal traits such as empathy, self-confidence, and emotional regulation impact social interactions, influencing how individuals engage with others.

High social competence positively affects several areas of life. In terms of academic success, it can enhance performance by improving peer relationships, collaboration skills, and classroom engagement. For mental health, effective social interactions contribute to emotional well-being and resilience, reducing the likelihood of social anxiety and loneliness. In career development, strong social skills are crucial for professional success, encompassing abilities in teamwork, leadership, and networking.

Strategies to enhance social competence include social skills training, which involves programs and interventions focused on teaching communication skills, conflict resolution, and social problem-solving. Parental involvement is also crucial, as encouraging positive social interactions through family activities and modeling appropriate behaviors helps in developing social competence. Additionally, participation in extracurricular activities, such as team sports, clubs, and community service, fosters social skills and provides valuable opportunities for social engagement.

1.2.2 General Anxiety

General anxiety refers to a state of persistent and excessive worry or fear that can impact various aspects of an individual's life. It often involves a heightened state of apprehension about future events, academic performance, or social interactions. Manifestations of general anxiety include excessive worry, where individuals constantly anticipate negative outcomes or potential threats, even in the absence of immediate danger. Physical symptoms often accompany this, such as restlessness, muscle tension, and gastrointestinal issues. Cognitive distortions also play a role, with negative thought patterns like catastrophizing or overgeneralizing contributing to heightened anxiety levels.

Causes of general anxiety include external pressures, such as high expectations from parents, teachers, or societal norms, which can exacerbate feelings of anxiety. Internal factors, including personal traits like perfectionism, low self-esteem, and past experiences of failure, also contribute to anxiety. Additionally, environmental stressors, such as academic workload, social pressures, and time constraints, can further increase anxiety levels. Consequences of general anxiety include a negative impact on academic performance, as it can hinder

concentration, reduce motivation, and lead to poor academic outcomes. Emotionally, chronic anxiety may result in mood disturbances, such as depression and irritability. Additionally, anxiety can affect physical health, causing symptoms like headaches, fatigue, and impaired immune function.

Strategies to manage general anxiety include seeking counseling and therapy, such as cognitive-behavioral therapy (CBT), to address anxiety symptoms and develop effective coping strategies. Stress management techniques, including mindfulness, relaxation exercises, and time management, can help reduce overall stress levels. Additionally, building strong support systems with encouragement from family, friends, and educators creates a supportive environment that can mitigate anxiety.

1.2.3 Achievement Motivation

Achievement motivation is the drive and desire to attain success, achieve goals, and excel in various domains such as academics, sports, and personal pursuits. It reflects an individual's motivation to strive for excellence and overcome challenges. Manifestations of achievement motivation include goal setting, where individuals establish and pursue personal and academic goals with determination. Persistence is another key aspect, as it involves demonstrating resilience and perseverance in the face of obstacles or setbacks. Performance orientation, which focuses on achieving high standards and measuring success based on performance outcomes, is also a common manifestation.

Several factors influence achievement motivation. Parental expectations, such as the support, encouragement, and expectations from parents, play a significant role in shaping a child's motivation to achieve. Personal goals, including individual aspirations and intrinsic interests, drive the pursuit of success. Cultural and societal norms also impact motivation, as values and expectations regarding success and achievement can shape an individual's motivation levels.

The impact of achievement motivation can be seen in various areas. Academically, high achievement motivation is often associated with improved performance and higher grades. In terms of career development, strong motivation can lead to career advancement, professional accomplishments, and personal growth. Additionally, a balanced approach to achievement motivation contributes to overall well-being, life satisfaction, and fulfillment.

Strategies to foster achievement motivation include goal setting, which involves encouraging the establishment of clear, realistic, and achievable goals. Positive reinforcement plays a key role by providing praise and rewards for effort and accomplishments to help maintain motivation. Additionally, self-regulation is crucial; teaching techniques for self-discipline, time management, and goal tracking can enhance both motivation and performance.

1.2.4 First Born Adolescents

First-born adolescents hold a unique position within the family structure, often defined by specific roles and expectations. Common characteristics of first-borns include a strong sense of responsibility, as they frequently take on caregiving duties for younger siblings and work to meet parental expectations. They tend to exhibit leadership qualities and demonstrate a higher level of maturity due to their role as the eldest. Additionally, first-borns may develop a tendency toward perfectionism, driven by the higher expectations placed on them by parents and society, which can lead to a strong desire for achievement. The impact of being a first-born is significant in various areas. Academically, first-borns often strive for excellence, motivated by both parental expectations and self-imposed standards. Their academic success is frequently seen as a reflection of their family's values. In terms of social skills, the early responsibilities and leadership roles they assume can enhance their social competence, enabling them to manage social interactions and family dynamics. However, the pressure to meet high expectations can contribute to elevated levels of anxiety, often stemming from the fear of failure or the stress associated with their responsibilities. Birth order influences their development, particularly through parental expectations. First-borns typically face greater pressure to succeed, as they are viewed as role models for younger siblings. This responsibility can affect their motivation and increase stress. Family dynamics also shape their personality traits, such as tendencies toward leadership, organization, and goal-oriented behavior.

In terms of social competence, first-born adolescents often develop strong interpersonal skills, which help them navigate relationships and challenges. Their role as the eldest, however, can sometimes lead to stress and social anxiety if the pressure becomes overwhelming. General anxiety in first-borns is often linked to the responsibilities of being a role model and meeting high standards. This anxiety may manifest as persistent worry about their performance, fear of failure, and stress, which can negatively impact their academic performance, social interactions, and overall well-being, creating a cycle of reduced motivation. Achievement motivation in first-born adolescents is typically characterized by a strong drive to excel both academically and personally. This drive is influenced by parental expectations and their desire to fulfill their role as models for younger siblings. While this motivation can lead to success, the pressure to maintain high performance can sometimes result in stress, perfectionism, and even burnout if not properly managed. The interplay between social competence, anxiety, and achievement motivation is complex. Social competence can help first-borns manage anxiety in social situations, but high expectations can increase stress and anxiety, affecting their interactions. Social skills can also boost achievement motivation by enabling better collaboration and support

from peers and family, but high motivation can intensify social pressure. Additionally, anxiety can diminish achievement motivation by creating self-doubt and reducing focus, while excessive motivation can worsen anxiety if the pressure to succeed becomes overwhelming.

Review of literature

A review of related literature provides the investigator with a comprehensive understanding of previous work in a particular field. It helps the investigator gain the insight needed to refine a tentative research problem into a specific and concise one. The review of literature is organized under the following headings:

1. Studies related to social competence among first-born adolescents
2. Studies related to general anxiety among first-born adolescents
3. Studies related to achievement motivation among first-born adolescents

Studies related to Social Competence among First-Born Adolescents

Campbell et al. (2000) conducted a longitudinal study to investigate the impact of early child-care experiences on children's social development from 1.5 to 15 years of age. A subsample of 52 children was drawn from the Goteborg Child Care study, chosen because they had been continuously enrolled in out-of-home care between the ages of 1.5 and 3.5 years. The initial assessment took place before the children entered out-of-home care, and they were followed for 14 years. Prior to age 3.5, the time spent in care and the quality of both home and out-of-home environments influenced the development of social skills. Individual differences in social competence with peers, observed in out-of-home care settings, began to stabilize during this period. These early experiences appeared to shape social competence, fostering individual differences that remained consistent throughout childhood and into early adolescence.

Baillargeon et al. (2007) conducted a study titled "The Evolution of Problem and Social Competence Behaviors During Toddlerhood: A Prospective Population-Based Cohort Survey." The objective of the study was twofold: (a) to estimate the prevalence of problem and social competence behaviors in children at 17 months of age, and (b) to describe the continuity and discontinuity of these behaviors between 17 and 29 months of age. The results indicated that frequent problem behaviors are not typical for children under two years old. Additionally, it was found that different types of problem behaviors can be distinguished before this age. The study also revealed that gender differences in certain problem behaviors

emerge before two years of age and increase in magnitude during toddlerhood. Moreover, interindividual differences in problem behaviors observed before two years of age were found to be stable. However, the predictive accuracy of frequent problem behaviors at 17 months was limited, with many toddlers not exhibiting the same behaviors a year later. Overall, the findings suggest that toddlerhood is a critical period when behavioral and emotional problems with potential clinical significance begin to surface.

Visnjic et al. (2018) conducted a study to examine the role of early childhood education in developing the social competence of Roma children. The aim of the research was to determine whether a longer duration in early childhood and preschool education institutions contributes to a higher level of social competence among Roma children. The study involved primary school teachers evaluating the social competence of sixty Roma children in the second grade. The subsample consisted of thirty children who had participated in early childhood and preschool education for two years, and thirty children who had participated for one year. The results indicate that the children did not frequently exhibit behaviors associated with social competence. Moreover, the findings did not reveal a statistically significant correlation between the children's social competence and the length of their stay in early childhood and preschool education institutions.

Qian et al. (2020) conducted a study to examine the relationship between temperament and sibling dynamics, focusing on the mediating effects of social competence and behavior. They explored the sibling relationships, temperament, and social competence and behavior of first-born and second-born children in China. A total of 212 Chinese children ($M = 4.52$, $SD = .88$) completed the Sibling Relationships Scale, the Temperament Scale, and the Social Competence and Behavior Evaluation Scale. The results indicated that: (1) for first-born children, temperament subscales were positively related to their social competence and behavior but were not associated with their sibling relationships. Additionally, sibling relationships were not significantly linked to their social competence and behavior; (2) for second-born children, there was a fully mediating effect of implicit and explicit behavioral problems between emotionality in temperament and sibling warmth.

Bansal & Saliya (2022) conducted a study to explore social and emotional competence in children with different birth orders and only children. The researchers used purposive sampling to collect data from a sample of 81 children, aged 6 to 14 years, with a mean age of 10.07 years. Of the 81 participants, 34 were girls and 47 were boys. The Delaware Social-Emotional Competence Scale (DSECS-S) was used to assess the social-emotional competencies of the students. The results showed no significant differences in responsibility,

relationship skills, or emotional self-management between children with siblings and only children. However, only children demonstrated better social awareness than those with siblings. Additionally, social-emotional competence was found to be higher in only children compared to children with siblings. The study also found no significant differences in responsibility, relationship skills, self-management, or social awareness between older and younger siblings when total social-emotional competence was analyzed. No significant differences were observed between older and younger children overall.

Studies related to General Anxiety among First-Born Adolescents

Pearson, (2009) studied anxiety and birth order: Does birth order play a role in a child's anxiety level? The purpose of this study was to examine whether there is an interaction between anxiety levels and birth order. It was hypothesized that first-born children would have higher levels of total anxiety compared to non-first-born children. Additionally, it was hypothesized that females would have higher overall anxiety levels than males. The Revised Children's Manifest Anxiety Scale, 2nd Edition, was used to measure different subtests of anxiety, including total anxiety, worrying, social anxiety, physiological anxiety, and defensiveness. It was further hypothesized that females would exhibit higher levels of total anxiety, worrying, and social anxiety, while males would show higher levels of defensiveness and physiological anxiety.

Callaway, (2018) conducted a study to investigate birth order as a predictor of anxiety. This study examined the relationship between birth order and anxiety during the transition from high school to university. Participants were categorized based on their biological birth order, psychological birth order, and living location. Participants' state anxiety, trait anxiety, and self-esteem were measured and analyzed for predictable patterns related to birth order and anxiety levels. Although no statistically significant results were found, the results trended towards middle children scoring lowest on anxiety and self-esteem, youngest children scoring highest on both, and firstborn and only children scoring similarly on anxiety, with only children having slightly lower self-esteem. The findings were consistent with past research, which explains this phenomenon through the type of perfectionism fostered by one's birth order.

Joy & Mathew (2019) conducted a study to examine the impact of birth order on the emotional maturity and general well-being of adolescents. The objective of the research was to investigate the effect of birth order on emotional maturity and general well-being in adolescents. Adolescence is a transitional period from childhood to adulthood, during which

various changes occur that may significantly impact one's life. A correlational within-group design was used to study 300 higher secondary students aged 15 to 18 years. The results of the study showed a significant difference in the emotional maturity and general well-being of adolescents based on birth order, including first-born, last-born, and only children. Additionally, there was a significant relationship between emotional maturity and general well-being among the adolescents.

Jabeen & Rauf (2021) studied birth order and gender differences in the prevalence of anxiety disorders in adolescents. The aim of the study was to examine the role of birth order in relation to the prevalence of anxiety-related emotional disorders in adolescents and to investigate gender differences in anxiety levels. The sample comprised 65 individuals aged 12 to 18 years. The participants were divided into two groups, with each group consisting of 50 males and 15 females selected through convenience sampling. Of the participants, 28 were first-born and 37 were later-born. An insignificant relationship between birth order and gender was observed. Regarding each variable, a significant main effect was found for birth order, while the main effect for gender indicated no statistically significant difference in the prevalence of anxiety disorders between males and females.

Aloka. (2022) examined the birth order differences and overall adjustment among first-year undergraduate students in a selected university. The study investigated the effect of birth order differences on the adjustment of first-year undergraduate students in a selected university in Kenya. A cross-sectional research design was adopted. The sample consisted of 213 first-year students, selected using stratified and simple random sampling techniques. An adjustment questionnaire was used for data collection. Analysis of variance (ANOVA) and Tukey's post hoc tests were employed to analyze the data. The results indicated a significant effect of birth order on the overall adjustment of first-year students. First-born students demonstrated significantly higher overall adjustment compared to the rest.

Studies related to Achievement Motivation among First-Born Adolescents

Fergusson et al. (2006) conducted a study titled Birth Order and Educational Achievement in Adolescence and Young Adulthood. The paper examines the relationship between birth order and educational outcomes in a cohort of over 1,000 young adults from New Zealand, studied up to the age of twenty-five. The findings revealed that being later-born was associated with obtaining fewer educational qualifications at both the secondary level and beyond. The study used nested models to control for the confounding effects of family size on birth order, showing that birth order effects on educational attainment were not obscured by family size.

Even after adjusting for potentially confounding factors, a statistically significant association remained between being later-born and a lower likelihood of obtaining educational qualifications. The researchers concluded that the intrafamily dynamics triggered by birth order may have a lasting impact on an individual's educational and achievement outcomes.

Haldipur et al. (2016) conducted a study to identify differences in Parental Differential Treatment (PDT), Locus of Control (LOC), and Achievement Motivation (AM) between first-born and last-born individuals. The aim of the research was to examine whether there are differences in perceived levels of PDT, LOC, and AM between these two groups. The study hypothesized that significant differences would be found between first-born and last-born individuals on the variables of PDT, measured using maternal and paternal scales, as well as LOC and AM. The sample consisted of 120 young adults aged 18 to 25, residing in Mumbai, Chennai, and Bangalore. Participants were selected using the purposive sampling method, a non-probability sampling procedure. The results revealed no significant differences between first-born and last-born individuals on the variables of Parental Differential Treatment (maternal and paternal scales) and Achievement Motivation scores.

Fatima & Ashraf (2018) conducted a study on psychological birth order, self-efficacy, and achievement motivation in students. The study aimed to explore the relationship among Psychological Birth Order, Self-Efficacy, and Achievement Motivation in university students. It also investigated the role of Self-Efficacy as a mediator in the relationship between Psychological Birth Order and Achievement Motivation. A correlational research design was used, and data were collected using purposive sampling from a sample of 440 undergraduate and graduate students aged 17 to 25 years, from various colleges and universities. The Psychological Birth Order Inventory, Hermans' Scale of Achievement Motivation, and Self-Efficacy Scale were utilized for data collection. Pearson Product-Moment Correlation Analysis and the PROCESS tool were employed to examine correlations and mediation effects between the variables. The results indicated that first-born individuals (both men and women) showed a significant positive correlation with Self-Efficacy and a significant negative correlation with Achievement Motivation. Middle-born and only children (both men and women) were significantly negatively correlated with Self-Efficacy. A significant negative relationship was also found between youngest-born individuals (both men and women) and Achievement Motivation. The mediation analysis revealed that Self-Efficacy mediated the relationship between middle-born and only children and Achievement Motivation in both men and women. Additionally, t-test analysis showed a gender difference in Achievement Motivation, with males having higher levels of Achievement Motivation

compared to females.

Tripathy (2018) conducted a study on the effect of birth order on achievement motivation among adolescents. The primary aim was to determine whether birth order influences achievement motivation in this age group. The sample for the study was drawn from "Swami Satyamitranand Giri Inter College," Haripur Kalan, Dehradun, Uttarakhand, with participants divided into three groups: 30 first-borns, 30 second-borns, and 30 third-borns. To measure achievement motivation, the researcher used the Rao Achievement Motivation Test, developed by G. Gopal Rao in 1974. Data analysis was conducted using mean, standard deviation (SD), and the 't' test. The results of the study indicated no significant differences in achievement motivation between first-born and second-born children, first-born and third-born children, or second-born and third-born children.

Kour. (2022) examined the relationship between birth order, achievement motive, and resilience. The study aimed to investigate the differences in achievement motive and resilience based on birth order, categorized as first-born and later-born. A sample of 80 individuals was taken, consisting of 40 first-born and 40 later-born participants. The Connor and Davidson Resilience Scale (2003) was used to measure resilience, while the Achievement Motivation Inventory by J.M. Muthee, University of Kerala (2009), was used to assess achievement motive. The analysis revealed no significant differences between first-born and later-born individuals in terms of resilience and achievement motive.

2.0 Problem to be Investigated

The present study will explore the relationship between social competence, general anxiety, and achievement motivation among first-born adolescents of +2 school students in Ranchi District. The investigator also intends to examine how these variables influence academic performance and personal development in this specific group of adolescents. The research will focus on identifying the impact of birth order on social competence, the role of anxiety in shaping achievement motivation, and the potential connections between these factors. The topic of the study will be stated as **"Study of Social Competence, General Anxiety, and Achievement Motivation among First-Born Adolescents of +2 School Students of Ranchi District."**

3.0 Objectives of the investigation and motivation

Objectives of the research

1. To examine the levels of social competence, general anxiety, and achievement motivation among first-born adolescents of +2 school students in Ranchi District.
2. To study the significant impact of social competence and general anxiety on achievement motivation among first-born adolescents.
3. To investigate the correlation between social competence, general anxiety, and achievement motivation among first-born adolescents in Ranchi District.

Motivation of the research

The motivation behind this study stems from the recognition of the critical role that social competence, general anxiety, and achievement motivation play in the academic and personal development of adolescents. First-born adolescents often face distinct expectations and pressures, which may influence their social behaviors, emotional well-being, and drive to succeed academically. By focusing on first-born adolescents, this research aims to explore how these factors interrelate and shape academic outcomes, providing insights that can inform effective educational strategies and mental health support systems.

4.0 Hypotheses

1. The levels of social competence, general anxiety, and achievement motivation will vary among first-born adolescents in relation to their academic performance.
2. There will be no significant impact of social competence on general anxiety among first-born adolescents.
3. There will be positive impact of social competence on achievement motivation among first-born adolescents.
4. There will be positive impact of general anxiety on achievement motivation among first-born adolescents.
5. There will be significant difference in social competence, general anxiety, and achievement motivation based on demographic factors such as gender or socioeconomic background among first-born adolescents.
6. There will be significant relationship between social competence, general anxiety, and achievement motivation among first-born adolescents in the context of their academic performance.

5.0 Research Design and Methodology

The Sample

The sample for the present study will consist of 320 first-born senior secondary school students, selected from various schools in the Ranchi District. A stratified random sampling technique will be used to ensure an adequate representation of different subgroups within the population. In this research, 2 x 2 x 2 factorial design will be employed, focusing on the following factors for stratification:

Social Competence - 2 (High and Low)
Gender - 2 (Boys and Girls)
Type of School - 2 (Government and Private)

To select the sample, a screening process will be carried out using the Social Competence Scale. Students will be categorized as having high or low social competence based on their scores on this scale. Scoring will be done according to the manual provided with the scale, and the top scorers (High Social Competence) and bottom scorers (Low Social Competence) will be selected. After identifying these students, the remaining scales for measuring general anxiety and achievement motivation will be administered to these selected individuals.

Table 1 : Sample Design

Types of school	**Govt.**				**Private**				**Total**
Gender	**Boys**		**Girls**		**Boys**		**Girls**		
Social Competence	High	Low	High	Low	High	Low	High	Low	
	40	40	40	40	40	40	40	40	
Total	**80**		**80**		**80**		**80**		**320**
	160				**160**				

Variables

Independent variable

- Gender
- Types of School

Dependent variable

- Social Competence
- General Anxiety
- Achievement Motivation

Inclusion Criteria

- First-born adolescents aged between 16 to 18 years.
- Both genders will be included.
- Senior secondary school students.
- Willingness to participate in the study and provide informed consent.

Exclusion Criteria

- Adolescents who were not first-born.
- Students with any major medical or psychiatric conditions that could impact their anxiety or achievement motivation.
- Transgender.

6.0 Sources of Data and Tools to be used in collection of data

6.1 Sources of Data

Data required for the present study will be collected from two major sources: Primary and Secondary. The majority of the data will be obtained through primary sources. The Primary source of data will be collected from various Government and Private Senior Secondary Schools in the Ranchi District. The study will focus on first-born adolescents, both boys and girls, enrolled in +2 schools. Students with high and low levels of social competence will be selected for the study. These students will provide data on their social competence, general anxiety, and achievement motivation through standardized questionnaires. The Secondary source of data will be collected from books, articles, and research reports. These sources will offer additional insights into the theoretical background of social competence, general anxiety, and achievement motivation, providing valuable

context and supporting information for the present study. Secondary data will help in understanding previous findings related to these psychological constructs and their relevance to first-born adolescents.

6.2 Tools used for the data collection

1. Personal Data Questionnaire (PDQ)

This questionnaire will be designed by the researcher to collect information about the subject's personal information viz. name, gender, standard and school type.

2. Social Competence Scale by Dr. Kiran Shukla 1971

The Social Competence Scale was developed by Sharma, Shukla, and Shukla. It consists of 18 factors with 50 items, and is a 5-point rating scale. The age range is 11 to 25 years. The scale provides five alternative responses for each item: very high, high, average, low, and very low. The subject is asked to select the response that best characterizes his/her behavior. The coefficient of temporal stability, using the test-retest method with an interval of 20 days, was estimated to be rtt=.56rtt=.56, while the coefficient of inter-rater reliability was found to be rtt=.67rtt=.67. In addition to item validity, the Social Competence Scale has been validated against Kohn's Social Competence Scale, and a predictive validity of r=.72r=.72 was obtained. Furthermore, the English and Hindi versions of the Social Competence Scale were found to be correlated to an extent of r=.84r=.84. The scale was also validated against a Teacher's Rating on a Five-Point Scale for normative students in grade 8, yielding a correlation coefficient of r=.79r=.79between the Teacher's Rating and the students' total score on the Social Competence Scale.

3. Sinha's Comprehensive Anxiety Test (SCAT)

This scale was constructed and standardized by Sinha and Sinha. It consists of 90 sentences and each item provides two alternatives. The age range is 14 and above. The inventory can be scored accurately by hand and no scoring key or stencil is provided so far. For any response indicated as 'YES' the testee should be awarded the score of one, and zero for 'NO'. The sum of the entire positive or yes responses would be the total anxiety score of the individual. The coefficient of reliability was determinate by using the two methods. First the test-retest method (N=100) was employed to determine the temporal stability of the test. The product moment correlation between the test and retest scores was 0.85. Second method is the internal consistency reliability was ascertained by adopting odd-even procedure (N=100). Using the spearman brown formula,

the reliability coefficient of the test was found to be 0.92.

4. Achievement Motivation Test (Prayag Mehta)

The Achievement Motivation Test, developed by Mehta (1978), contains 22 items that describe various situations. The age range for the test is 14 to 18 years. Each item is followed by six responses, two of which are achievement-related (AR), task-related, and unrelated to achievement (UR). The respondent is required to select only one response for each item. The number of AR, TR, and UR-type responses chosen by a subject indicate their AR, TR, and UR scores, respectively. The difference between AR and UR (AR-UR) provides a measure of achievement motivation. The AR-UR, AR, TR, and UR scores can all be derived from this inventory, and the scores were compared to achievement motivation scores obtained from the TAT-type test for the same subjects. The correlation between AR-UR and achievement motivation scores was found to be positive, while TR and UR scores showed a significant negative correlation with both AR-UR and AR scores. Factor analysis further supported these findings, with ANI scores (AR-UR) and AR showing high positive loading on the first factor, which was interpreted as achievement motivation. In contrast, UR and TR scores had high negative loading with AR-UR. These findings suggest that the ANI score (equal to AR-UR) and AR are effective measures of achievement motivation, whereas UR indicates avoidance or environmental motivation. These factors provide strong theoretical validation for the AR-UR score as a measure of achievement motivation. Mehta (1969) used the split-half and Kuder-Richardson Formula 20 (K-R20) to assess reliability. The split-half reliability was 0.67, and the K-R20 reliability was 0.55, both of which were considered satisfactory.

7.0 Plan of Analyses

The following statistical analysis will be used to analyses the obtained data:

1. **Percentage value and Mean** will be used to measure the levels of social competence, general anxiety, and achievement motivation among first-born adolescents.
2. **ANOVA** will be performed to examine whether there are significant differences in social competence, general anxiety, and achievement motivation across various demographic categories such as gender, school type (government/private), and other relevant groups.
3. The **t-test** will be calculated to explore the significant differences between two groups in terms of social competence, general anxiety, and achievement motivation.
4. The **coefficient of correlation (r)** will be determined to investigate the interrelationship between social competence, general anxiety, and achievement

motivation. Pearson's correlation will help in identifying whether and to what extent these variables are correlated with one another, and whether they move together in a positive or negative direction.

5. **Graphical** representation including bar charts, histograms, and scatter plots, will be used to visually present the data and results of the analysis. This will help in illustrating the distribution of the variables and the nature of relationships between them.

8.0 Significance of the Study

The significance of the study titled "Study of Social Competence, General Anxiety, and Achievement Motivation among First-Born Adolescents of +2 School Students of Ranchi District" lies in its potential to provide valuable insights into the psychological and social factors that influence academic performance and personal development among first-born adolescents. By examining the interplay between social competence, general anxiety, and achievement motivation, this study aims to deepen our understanding of how birth order impacts adolescent behavior and performance within the educational setting. The findings of this study can inform educators, parents, and policymakers about effective interventions to support first-born adolescents in managing anxiety and fostering achievement motivation, which are crucial for academic success and well-being. Additionally, this research will contribute to the development of tailored educational strategies that address the unique challenges faced by first-born students, ultimately promoting a more supportive and conducive learning environment. By focusing on the specific context of Ranchi District, the study also offers localized insights that can enhance educational practices and policies within the region.

9.0 Its Relevance to Present day Problem and Needs of the Society

In today's fast-paced and competitive academic environment, the study of social competence, general anxiety, and achievement motivation among first-born adolescents holds significant relevance to the pressing issues and needs of present-day society. Adolescents, especially those in the +2 school system, face heightened pressures related to academic achievement, peer relationships, and familial expectations. First-born children, in particular, may experience unique psychological challenges due to higher parental expectations and greater responsibilities within the family structure, which can impact their social competence, anxiety levels, and motivation to succeed. Understanding how social competence and general anxiety affect achievement motivation is crucial, as these factors directly influence students'

academic performance, emotional well-being, and interpersonal relationships. As anxiety and stress continue to rise among adolescents, identifying the roots of these issues can lead to the development of effective coping mechanisms and support systems that help students navigate academic pressures while maintaining mental health and social functioning.

Moreover, this study can provide valuable insights into addressing the broader societal need for mental health awareness and resilience-building in the educational system. By focusing on first-born adolescents, the research sheds light on potential disparities in emotional and motivational outcomes based on birth order, offering targeted solutions to support this specific group. Furthermore, as academic success increasingly determines opportunities for future employment and societal contribution, fostering achievement motivation while managing anxiety is essential for preparing students to thrive in an evolving world. This research, therefore, contributes to the ongoing conversation about creating an inclusive and supportive educational environment that promotes both academic excellence and psychological well-being.

10.0 Contribution to the Existing Knowledge

This study explores the relationship between social competence, general anxiety, and achievement motivation among first-born adolescents in +2 schools of Ranchi District. By focusing on birth order dynamics, it highlights the unique psychological and social challenges faced by first-borns, an area often overlooked in adolescent research. The study provides a comprehensive perspective on how social competence influences anxiety and academic motivation, emphasizing its role as a protective factor against anxiety. Findings offer practical insights for educators, parents, and policymakers, underscoring the need for tailored interventions to support first-born students' academic and personal growth.

11.0 Future work

Future research on social competence, general anxiety, and achievement motivation among first-born adolescents can explore several key areas. Longitudinal studies could track changes over time, while a larger, more diverse sample would provide broader insights. Examining family dynamics (parental expectations, sibling relationships) and school environments (peer interactions, teacher support) could deepen understanding of external influences. Additionally, research on intervention strategies like social skills training and anxiety management programs, as well as the impact of digital learning tools and social media, could help develop effective support systems for first-born students.

Tentative chapters

The research report of the proposed study will consist of the following five chapters :

Chapter 1: Introduction

Chapter 2: Review of literature

Chapter 3: Methodology

Chapter 4: Analysis of Data

Chapter 5: Summary and conclusion

References

Appendix

Note: The research proposal is tentative and may be modified based on the availability of data, tools and techniques.

References

Aloka, P. J. (2022). Birth order differences and overall adjustment among first year undergraduate students in one selected university. *Athens Journal of Education*, 10, 1-15.

Baillargeon, R. H., Normand, C. L., Seguin, J. R., Zoccolillo, M., Japel, C., Perusse, D., & Tremblay, R. E. (2007). The evolution of problem and social competence behaviors during toddlerhood: A prospective population-based cohort survey. *Infant Mental Health Journal,* 28(1), 12-38.

Bansal, B., & Saliya, J. C. K. (2022). Social and Emotional Competence in Children with Sibling with Different Birth Order and Single Children.

Callaway, A. (2018). Birth order as a predictor of anxiety.

Campbell, J. J., Lamb, M. E., & Hwang, C. P. (2000). Early child-care experiences and children's social competence between 11/2 and 15 years of age. *Applied Developmental Science,* 4(3), 166-176.

Fatima, Z., & Ashraf, M. R. (2018). Psychological birth order, self-efficacy and achievement motivation in students. *European Journal of Research in Social Sciences* Vol, 6(6).

Fergusson, D. M., Horwood, L. J., & Boden, J. M. (2006). Birth order and educational achievement in adolescence and young adulthood. *Australian Journal of Education,* 50(2), 122-139.

Haldipur, S. R., Murali, R., & Patki, A. (2016). Differences in parental differential treatment, locus of control and achievement motivation among the first and last born. *Indian Journal of Mental Health,* 3(4).

Jabeen, T., & Rauf, K. (2021). Examining birth order and gender differences in the prevalence of anxiety disorders in adolescents. *International Journal of Health and Psychology Research,* 9(3), 27-44.

Joy, M., & Mathew, M. A. (2019). Impact of birth order on emotional maturity and general well-being of adolescents. *International Journal of Education and Psychological Research,* 7(4), 22-33.

Kour, J. (2022). Birth order and its relation to achievement motive and Resilience. *Mind and Society,* 11(03), 91-96.

Pearson, T. R. (2009). Anxiety and birth order: does birth order play a role in a child's anxiety level?.

Qian, G., Chen, X., Jiang, S., Guo, X., Tian, L., & Dou, G. (2020). Temperament and sibling relationships: The mediating effect of social competence and behavior. *Current Psychology,* 1-7.

Tripathy, M. (2018). To study the effect of birth orders on achievement motivation among adolescent. *Mediterranean Journal of Basic and Applied Sciences (MJBAS)*, 2(1), 10-21.

Visnjic Jevtic, A., Lapat, G., & Galinec, M. (2018). The role of early childhood education in developing social competence of Roma children. *Croatian Journal of Education: Hrvatski casopis za odgoj i obrazovanje,* 20(Special. Edition. 3), 77-91.